

Discussion of Chapman University's Inquiry Brief Focus and Plan to Integrate its Accreditation Work with Teacher Education Accreditation Council (TEAC)

October 2009

Overview of this Report

This agenda item continues the discussion with Chapman University about its proposed focus for accreditation activities designed to integrate the Commission's accreditation system with TEAC's Inquiry Brief and accreditation procedures.

Staff Recommendation

Staff recommends that the COA review the updated proposal from Chapman University and take action stating that the COA is in support of Chapman University piloting concurrent TEAC-CTC accreditation activities in the 2010-2011 year. Staff would continue to work with Chapman University to assure that all requirements for the Commission's accreditation system are met.

Background

California law provides that institutions may elect to seek both state and national accreditation through a single set of accreditation activities if the COA has adopted a protocol with the other accrediting entity as defined in the [Accreditation Framework](#). In April 2009, Chapman University submitted a letter to the Committee on Accreditation requesting that Chapman University be supported in working towards joint accreditation with both the Commission and TEAC. In response, staff began to work with TEAC to understand the TEAC accreditation system and procedures and to plan how the two systems' processes could be aligned. At the May 2009 COA meeting, an [agenda item](#) provided background information on TEAC's approach to accreditation, institutions accredited by TEAC, timelines for TEAC's accreditation activities, and TEAC's *Quality Principles* and *Standards of Program Capacity* will be presented. The COA has continued reviewing and discussing how and which of its accreditation activities could be aligned with the TEAC accreditation activities.

Beyond the work with TEAC, staff has met with representatives from Chapman University to discuss how Chapman University would like to focus its work toward CTC-TEAC joint accreditation. Provided in Appendix A of this agenda item is Chapman University's proposal detailing how it proposes to align its accreditation activities to meet the requirements for both the Commission and TEAC's accreditation systems.

Provided in Appendix A is Chapman University's updated proposal regarding the alignment of accreditation activities for TEAC and the Commission. Provided in Appendix B is the first draft of information that Chapman University could submit for one of its approved educator preparation programs to meet the requirements of the Program Assessment process.

Next Steps

Staff will continue to work with Chapman University as it seeks to combine both TEAC and Commission accreditation activities.

Appendix A



COMMITTEE ON ACCREDITATION PROPOSAL FOR JOINT CTC/TEAC SITE VISIT

Introduction

The College of Educational Studies (CES) at Chapman University is a member of the Teacher Education Accreditation Council (TEAC) and is seeking national accreditation from that organization. At the same time, we have been assigned to the red cohort for CTC accreditation process. We propose to suspend our assignment to any cohort, but instead pursue preparation of documents that will meet the need of CTC's Biennial Reports and Program Assessment documents and TEAC's Inquiry Brief.

With this document we will 1) detail our approach to CES program improvement, 2) propose an outline of a document that will meet both CTC and TEAC requirements, 3) propose a schedule for completing and submitting that document.

Program Improvement System for the CES (PISCES)

Rationale

The purpose of any ongoing program improvement system is to provide data/evidence on a recurring schedule that will allow, in this case, CES faculty to make decisions that will improve our program and ensure that the educators, counselors, psychologists, speech pathologists and athletic trainers prepared at Chapman meet the highest standards of quality and effectiveness. The College of Educational Studies (CES) has designed a unit-wide ongoing program improvement system that reflects the mission, values, and expectations for a quality program held by CES faculty and staff. While the program improvement system for the CES (PISCES) generates data and evidence with which faculty/staff can judge program quality, it is also designed to meet the needs of external state and national accreditations.

PISCES Principles

We have designed the program improvement system in accordance with the following principles:

Comprehensive. The overall system needs to gather and summarize information on all key program components. This includes student knowledge and performances, but it also includes such components as quality of faculty, CES resources, design of curricula, quality of partner schools, and so on.

Parsimonious. At the same time, the system needs to be simple and streamlined enough to not require inordinate time to operate. It should provide enough data/evidence for decision-making, but not too much.

Flexible. To be most effective and simple, it should be flexible enough to meet multiple needs. That is, each component should provide information about multiple things in order to maximize efficiency. It should also generate information, data and evidence that can be used by a variety of external accreditors. A goal might be to have a CES system that could meet 70-80% of the needs of any external accreditors in order reduce preparation for accreditation and make the system maximally useful.

Timely. The program improvement system should produce reports throughout the year on a cycle and timeframe that is most helpful for program improvement decision-making. Thus, for example, if we wish to ask the question: Are we admitting highly qualified students? a report in early fall summarizing this information would be most timely in making decisions about admissions policies for the following year.

Worthy. The most important criterion for any successful ongoing program improvement system is that CES faculty judge the work involved in generating and summarizing data/evidence is **worth it** in terms of being able to improve programs and be assured that our programs are as good as we know how to make them.

Paperless. To the greatest extent possible in today's world internal program improvement systems should rely on electronic formats for 1) collecting information, 2) analyzing and compiling information, and 3) viewing information.

The overall structure of PISCES is illustrated in Figure 1 and reflects 7 areas of review



Figure 1: PISCES Structure

PISCES questions & Claims

For each area of review we have articulated a series of questions and claims that drive our data and evidence collection efforts. Each set of data or evidence are supported by procedural protocols and compiled into reports that are both aggregated across the CES and disaggregated by individual areas of specialization to assist in faculty review and decision making. Table 1 details the PISCES Questions and Claims.

Table 1: PISCES Questions & Claims

Question	Claims
ADMISSIONS	
1. Are we admitting a diverse enough student body?	CES admits a student body that reflects the community and targets gender and other dimensions of diversity that are important to the program's profession. Each program sets specific targets for diversity annually.
2. Are we admitting students of high quality according to a range of evidence?	CES admits students that are the same or higher level of quality as the top 1/3 of the Chapman student body.
3. Is there a goodness of fit between students admitted and programs' mission, goals, and philosophy such that students are likely to be successful in the program?	All CES students resonate with or are at least intrigued by the program's mission, goals, and philosophy and are not obviously in opposition.
PERSONALIZED STUDENT GUIDANCE	
1. Are students knowledgeable about programs requirements, procedures, and pacing?	All CES students will be informed enough about programs to proceed through without errors or delays.
2. Does every student receive timely, accurate and ongoing advising?	All CES students are assigned an advisor and participate in advising meetings at least twice each year.
3. Does each student develop a mentoring relationship with at least one faculty, staff, or peer mentor that provides needed support and guidance?	All CES students are assigned a mentor(s) with whom they develop a close support and guidance relationship.
4. Do students develop a sense of community, shared support, and participation?	All CES students participate in a shared community of learning and practice.
5. Do students report having the resources they need to be successful in the program (e.g., faculty accessibility, library, technology, etc.)	All CES students have the needed resources to successfully complete programs.
6. Do students receive the support, accommodations, and assistance, in accordance with university policies and beyond, to successfully participate in and complete programs?	All CES students receive necessary and desired assistance, accommodation, and support.
PROGRAM DESIGN	
1. Do courses specifically reflect the programs' missions, goals, and philosophies?	Each course's readings and activities explicitly articulate the program's mission, goals, and philosophies.
2. Do CES faculty and staff model (expect, promote and support) high quality instruction in	Faculty peer reviews, awards, course evaluations, and end of quarter interviews document that faculty use

Question	Claims
programs and courses?	high quality instruction.
3. Do CES faculty and staff use evaluation data, including self-evaluation data and feedback from students, to improve course designs, instructional practice and field experience?	Courses are updated year to year to reflect new research, advances in the field, and professional experience.
FIELDWORK PRACTICES & PERFORMANCES	
1. Are field experiences well integrated into and supported by coursework and other program activities?	All courses explicitly assist CES students to bring course learning to field experiences and experiences in the field to class.
2. Do students experience a range of field experiences that help them experience the diversity of students and professionals in the area?	All CES students experience multiple field placements that introduce them to the range of diversities in the community that are different from them.
3. Are the quality, focus and quantity of field experiences evaluated regularly with professional partners and improved based on data and experience?	Faculty meet annually with professional partners to review student and cooperating professional feedback and improve the linkage between on-campus and off-campus learning experiences.
4. Are field and supervising faculty/staff appropriately qualified and do they provide effective supervision and instruction to support and connect student learning?	All students receive high quality instruction and coaching from field supervisors and cooperating professionals.
5. Do cooperating professionals in the field sites report improvement in their professional practice as a consequence of participation in CES field experiences?	All cooperating professionals' practice benefits from partnership with the CES.
STUDENT ACHIEVEMENT	
1. Do students complete course assignments, products, portfolios, and activities with high quality?	All CES students perform to high quality in all courses getting not only high grades, achieving high ranking on the assessment metric.
2. Do students demonstrate achievement of program roles/expectations/standards and receive formative feedback at key points throughout their programs?***	All students' work to acquire program goals/expectations/standards is assessed throughout their programs and they are provided formative feedback two or more times before summative assessment.
*** Each program has its own specific program and/or professional standards related to knowledge, skills, performances, dispositions, and results. However, we have also identified the following CES-wide expectations for student achievement.	
2.1 Do CES graduates know all the content they will need in their professional roles?	CES graduates know the content they will need to use or teach in their specific professional roles.
2.2 Can CES graduates design curriculum, instruction, interventions that are expected and that are inclusive of all human differences such that all students/clients learn and improve?	CES graduates can design curriculum, instruction, of interventions that are inclusive of all human differences (including race, class, gender, ability, interests, and socioeconomic and family situation) such that all students/clients learn and improve.

Question	Claims
2.3 Do CES graduates cooperate and collaborate with others (including students/clients, families, colleagues, etc.) to continually improve student/client learning and achievement/accomplishment?	CES graduates cooperate and collaborate with others (including their students/clients, student/client families, educational colleagues of all types, and supervisors) to continually improve student learning and achievement.
2.4 Do CES graduates engage in educational practice that fosters communication, cooperation, and democratic communities?	CES graduates engage in educational practice that fosters communication, cooperation, and democratic communities.
2.5 Do CES graduates inquire into their own practice and participate in professional development to improve their practice?	CES graduates inquire into their own practice and participate in professional development to improve their practice.
3. Are students who experience difficulties, or for whom faculty/staff have concerns about performance, informed and assisted in a timely manner and well before the student expects to complete?	All students experiencing difficulties, or about whom faculty/staff have concerns receive timely feedback and assistance that leads to better performance or new career choices.
4. Do students perform well on each program's summative assessment of achievement of program roles/expectations/standards?	At least 80% of the students receive high ratings on the program's summative assessment of their work to demonstrate achievement of program goals/roles/standards.
GRADUATE OUTCOMES	
1. Do graduates pass required tests and meet all licensing/certification requirements?	At least 90% of graduates of each program pass all required tests or assessments to meet licensing/certification requirements on the first or second effort.
2. Are program graduates employed in the field within one year?	At least 80% of each program's graduates are employed in the field within one year.
3. Do program graduates remain in the field for 3-5 years?	At least 70% of each program's graduates remain in the field (even if they change jobs or roles) for 3-5 years.
4. Do graduates evaluate their programs as cohesive, integrated and effectively preparing them for their professional roles?	At least 70% of graduates responding to a follow up survey, through case accounts, or alumni retreats report their programs as cohesive, integrated and effective in preparing them for their current work.
5. Do graduates, their employers, and their students and families evaluate them as effective professionals?	Employers of graduates responding to a follow up survey rate CES graduates within the top 20 percent of employees in the same kinds of jobs.
6. In what ways are graduates contributing to their school, their community, and the profession?	Graduates responding to follow up surveys, participating in case studies or alumni retreats report a range of ways in which they are contributing to their school, community and profession.
GOVERNANCE, RESOURCES, & PERSONNEL	
1. Are all the CES accreditations in good standing and without stipulations or conditions?	All CES accreditations are in good standing and without stipulations or conditions.
2. Do school and community partners provide input to the design of programs, courses and field	On at least an annual basis school and community partners provide substantive feedback to CES

Question	Claims
experiences, and help monitor their performance?	programs regarding design, courses, and field experiences. On at least an annual basis school and community partners assist the CES to interpret evidence of quality performance and plan for program improvement.
3. Does the CES have the financial, faculty, staff, space/material, and technical resources to achieve its goals and initiatives?	CES faculty and management team ensure that such resources are maintained and expanded as the CES grows and changes.
4. Are faculty actively involved and supported to do and disseminate scholarship that informs programs?	All CES faculty contribute to the profession's scholarship in two ways (e.g., publications, presentations, grants submitted, etc.) each biennium. All CES faculty participate in faculty development opportunities (seminars, colloquia, conferences, etc.) at least twice each year.
5. Are part-time faculty kept well informed and engage in ongoing program/course design and improvement?	Part time faculty meets 3 times a year with program faculty to exchange information, discuss program improvement data/evidence and plan ongoing program and course improvements.
5. Are the structures in place and are faculty and staff involved in appropriate decision-making regarding curriculum, CES initiatives, program direction, and program improvement?	Governance and communication structures operate within the CES that allow all CES faculty to participate in decision-making regarding curriculum, CES initiatives, program direction and program improvement.

PISCES Procedures

The PISCES uses a 7 year cycle of review in order to align with outside accreditors. This cycle ensures that data/evidence for all areas of review is analyzed and decisions made in an ongoing way to ensure program quality. The CES has a standing Program Improvement Council that includes all program area coordinators and key administrators who review compiled and disaggregated reports throughout the year following an annual calendar. They also assist in the preparation of the PISCES annual report each summer which is submitted to the full faculty at the August Faculty Retreat. Data are collected in accordance with 11 protocols and these are details in Table 2.

Table 2: Data collection protocols for each area of review

AREA OF REVIEW	SUPPORTING PROTOCOLS FOR DATA COLLECTION
Admissions	Admission Protocol & Report
Student Guidance	Student Support Protocol, Survey, and Report
Program Design	Program Review Protocol Protocol for End of Semester Group Interviews of Students
Fieldwork	Protocol for Gathering Information About Fieldwork Performances & Practices
Student Achievement	Student Achievement Protocol and Report
Graduate Outcomes	Graduate Outcomes Protocol, Follow-up Survey, and Report
Governance, Resources' & Personnel	Governance, Faculty & Resources Protocol & Report Peer Review & Support Protocol Working with Part-Time Faculty Protocol

The schedule for data review and decision making is detailed in Figure 2 and in more detail in a separate Annual Calendar:

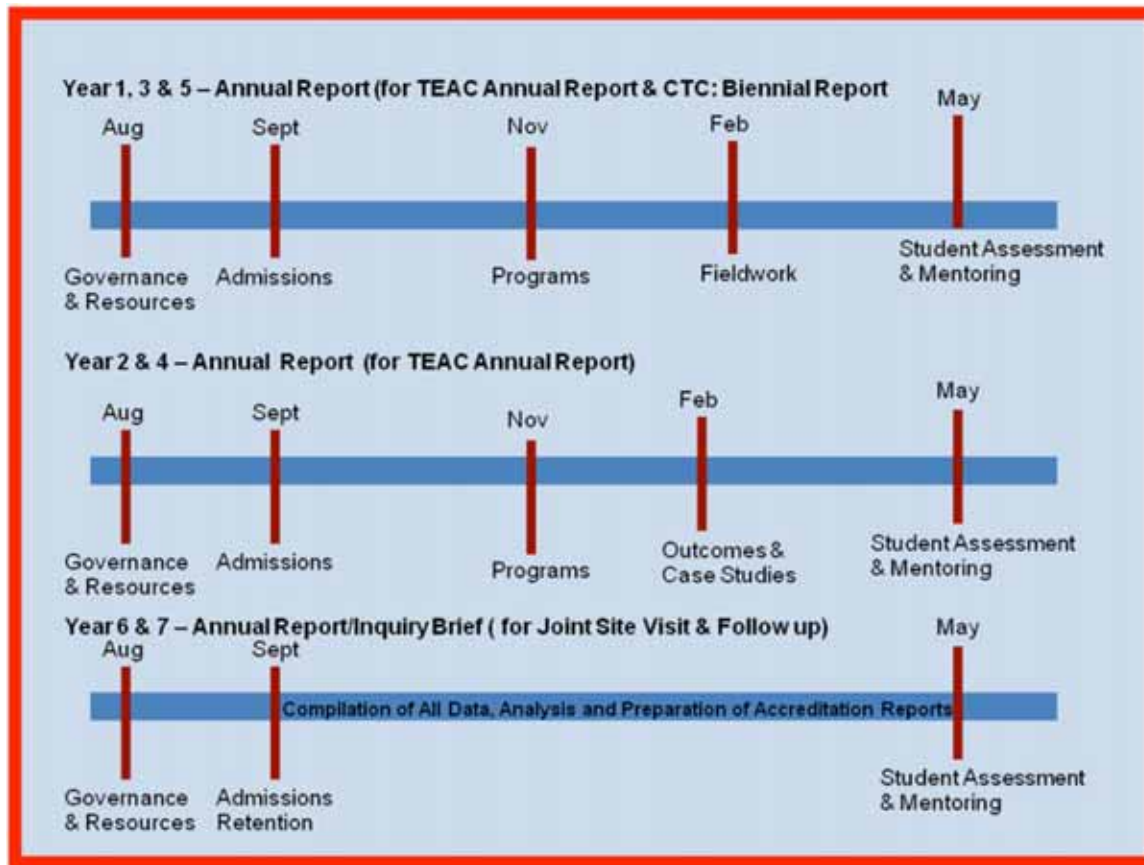


Figure 2: PISCES Schedule of Review

Protocol for CES annual Report

All data will be centrally stored and reports will be written as scheduled for each program. Data will also be compiled across the unit by the Program Improvement Coordinator. Each summer the Coordinator will analyze data across unit that were produced and report that year's results. A compiled report will be prepared that:

- Summarizes the results for all that year's reports across the unit.
- Summarize how data have been analyzed and used for program improvement decision within the unit and individual specializations.
- Recommend issues/questions that would benefit from CES faculty discussion.

The CES Annual Program Improvement Report will be submitted to the faculty at the annual faculty retreat in August. At the same time, it will be submitted to the Chancellor's Office to meet the requirements of the Chapman University Program Review.

Proposed Outline of Accreditation Documents

Below we propose an outline of a comprehensive document that will meet the requirements for CTC's Biennial Report and Program Assessment documents as well as TEAC's Inquiry Brief. We have also included a crosswalk to the TEAC Quality Principles (QP) and the CTC Common Standards. Attachment 1 also details how the CTC Common Standards and TEAC's QPs, align with PISCES questions and claims.

I. Program Overview A. CU Mission and Vision B. CES Mission, Vision, Values & Principles <ul style="list-style-type: none"> Address TEAC cross cutting themes as appropriate (diversity/multi; technology; critical reflection) C. Description of programs <ul style="list-style-type: none"> Description of courses of study and areas of specialization overview Student demographics (from last admissions report) over last 5-7 years Faculty demographics and faculty growth and accomplishments last 5-7 years D. Organization, Governance & Coordination Overview <ul style="list-style-type: none"> Include description of organization and chart 	TEAC Program Overview TEAC 1.4	CTC Standard 1 Biennial Report I
II. PISCES Description A. Overview & Rationale B. Areas of Review & Claims for Each C. Procedures & Timelines for Data Reporting <ul style="list-style-type: none"> Description PISCES annual report to faculty and CU D. Alignment of PISCES with TEAC quality principles and CTC Common Standards <ul style="list-style-type: none"> Include master crosswalk Appendix A 	TEAC QP 2.0 TEAC QP 1.1, 1.2, 1.3	CTC Standard 2
III. Evidence Collection Methods A. Description of Data Collection Protocols <ul style="list-style-type: none"> Crosswalked to claims Description of databases and reporting procedures Description of faculty engagement in reviewing and interpreting data B. Appendix B: All protocols with their tools including links to assessment protocols and rubrics for each area of specialization with cross cutting themes highlighted	TEAC QP 2.0 TEAC Appendices A & F	CTC Standard 2 & 9
IV. Results: Compilation of all reports in the 7 yr. cycle for all areas of review showing trends across the period with changes linked to improvements. This is a compilation of PISCES Annual Reports for the period A. Admissions B. Student Guidance C. Program Design <ul style="list-style-type: none"> Appendix C with individual courses of study detailed including how they meet CTC program standards with links to assessment protocols and rubrics D. Fieldwork E. Student Achievement F. Graduate Outcomes G. Governance, Resources, & Personnel <ul style="list-style-type: none"> Accreditation status other groups 	TEAC Annual Report TEAC Appendix E TEAC 2.3, 3.2 TEAC Appendix D QP 3 TEAC Appendix D TEAC Appendices B, C & G TEAC 3.1, 2.3	CTC Standard 5 CTC Standard 6 Biennial Report II, III, & IV CTC Standard 7&8 CTC Standard 9 CTC Standard 3 & 4

<ul style="list-style-type: none"> • Board of Advisors & Stakeholder groups • Chapman Univ. Commitments <ul style="list-style-type: none"> ◦ Appendix D details of broad CU commitments • Faculty Accomplishments & Peer Reviews (including part-time faculty) <ul style="list-style-type: none"> ◦ Appendix E details of faculty accomplishments • CES Decisions & Initiative 		
V. Interpretation of Data and Action Plans <ul style="list-style-type: none"> A. PISCES as a whole—working and needs for improvement B. CES conclusions and action initiatives C. Conclusions and action initiatives for individual courses of study 	TEAC QP 2.2, 2.3	CTC Standard 2 Biennial Report III, IV Program Assessment III
Appendix A: Master Crosswalk plus crosswalks for individual areas of specialization showing relationship of CES claims to CTC program standards & other accreditors' standards		
Appendix B: <ul style="list-style-type: none"> ◦ Admissions Protocol ◦ Student Support Protocol ◦ End-of-Semester Interview Protocol ◦ Fieldwork Protocol ◦ Student Achievement <ul style="list-style-type: none"> ◦ Assessment protocols and rubrics by area of specialization ◦ Graduate Outcomes Protocol ◦ Governance Protocol & Report ◦ Peer Review Protocol ◦ Part-Time Faculty Protocol ◦ Student Annual Letter & Incidents Protocol 	TEAC 1.0 QP 2.3, 3.0	CTC Standards 5, 6, 7, 8, 9 Program Assessment II
Appendix C: Courses of Study and how each area of specialization addresses CTC program standards with links to assessment protocols and rubrics <ul style="list-style-type: none"> ◦ IES ◦ ATEP ◦ Elementary ◦ Secondary ◦ Special Education ◦ CSD ◦ School Psychology ◦ Counseling ◦ MAE ◦ PhD 	TEAC 2.3.1 3.1, 3.2	Program Assessment I & II
Appendix D: Details of university commitments and CES parity <ul style="list-style-type: none"> ◦ Facilities, equipment & supplies ◦ Fiscal and administrative ◦ Student support services ◦ Curriculum ◦ Publications ◦ Responses to student complaint 	TEAC QP 3.1, 3.2	CTC Standard 3
Appendix E: Table detailing faculty & administrator qualifications	TEAC 3.1, 3.2	CTC Standard 4

Proposed timeline for submission

In the course of the 2009 – 2010 academic year, CES faculty and staff will be gathering all of the data for the 2010 annual report. This report will include all of the types of data reported in the 2008-2009 annual report and additional data that was not yet available for that report. In the PISCES calendar, the annual reported is completed during July and August each year. Also during the 2009-2010 academic year, the remaining sections of the proposed accreditation document will be completed. We expect to have a complete document for submission to both TEAC and CTC no later than September 1, 2010.

Attachment 1: Crosswalk of PISCES questions & Claims with CTC Common Standards and TEAC quality Principles

*QP = TEAC Quality Principles

**CS = CTC Common Standards

PISCES = CTC CS2; TEAC QP 1, 2 & 3

Question	Claims	TEAC QP*SPC***	CTC CS**	PISCES Source
ADMISSIONS				
1. Are we admitting a diverse enough student body?	CES admits a student body that reflects the community and targets gender and other dimensions of diversity that are important to the program's profession. Each program sets specific targets for diversity annually.	QP 1.4.2 QP 3.2.6 QP 2.3.3	CS 5	Admissions Protocol & Report
2. Are we admitting students of high quality according to a range of evidence?	CES admits students that are the same or higher level of quality as the top 1/3 of the Chapman student body.	QP 1.1, 1.4.1 QP 3.2.6	CS 5	Admissions Protocol & Report
3. Is there a goodness of fit between students admitted and programs' mission, goals, and philosophy such that students are likely to be successful in the program?	All CES students resonate with or are at least intrigued by the program's mission, goals, and philosophy and are not obviously in opposition.	QP 1.3	CS 5	Admissions Protocol & Report
PERSONALIZED STUDENT GUIDANCE				
1. Are students knowledgeable about programs requirements, procedures, and pacing?	All CES students will be informed enough about programs to proceed through without errors or delays.	QP 3.1.5, 3.1.6, 3.2.5	CS 6	Student Support Protocol and Report Summary of Annual Student Survey
2. Does every student receive timely, accurate and ongoing advising?	All CES students are assigned an advisor and participate in advising meetings at least twice each year.	QP2 QP 3.1, 3.2.5,	CS 6	Student Support Protocol and Report Summary of Annual

Question	Claims	TEAC QP*SPC***	CTC CS**	PISCES Source
				Student Survey
3. Does each student develop a mentoring relationship with at least one faculty, staff, or peer mentor that provides needed support and guidance?	All CES students are assigned a mentor(s) with whom they develop a close support and guidance relationship.	QP 2 QP 3.1.0, 3.2.5	CS 6	Student Support Protocol and Report Summary of Annual Student Survey
4. Do students develop a sense of community, shared support, and participation?	All CES students participate in a shared community of learning and practice.	QP 2 QP 3.1, 3.1.5, 3.2.5,	CS 6	Student Support Protocol and Report Summary of Annual Student Survey
5. Do students report having the resources they need to be successful in the program (e.g., faculty accessibility, library, technology, etc.)	All CES students have the needed resources to successfully complete programs.	QP 1.4.1, 1.4.3, QP 2, 2.3.3 QP 3.1, 3.2.5,	CS 6	Student Support Protocol and Report Summary of Annual Student Survey
6. Do students receive the support, accommodations, and assistance, in accordance with university policies and beyond, to successfully participate in and complete programs?	All CES students receive necessary and desired assistance, accommodation, and support.	QP 2 QP 3.1.5, 3.2.5,	CS 6	Student Support Protocol and Report Summary of Annual Student Survey

PROGRAM DESIGN

1. Do courses specifically reflect the programs' missions, goals, and philosophies?	Each course's readings and activities explicitly articulate the program's mission, goals, and philosophies.	QP 3.2.1		Exit & Follow-up Survey Protocol and Report Program Review Protocol and Report
2. Do CES faculty and staff model (expect, promote and support) high quality instruction in programs and courses?	Faculty peer reviews, awards, course evaluations, and end of quarter interviews document that faculty use high quality instruction.	QP 3.2.2	CS 4	Exit & Follow-Up Survey Protocol & Report Program Review Protocol & Reports

Question	Claims	TEAC QP*SPC***	CTC CS**	PISCES Source
3. Do CES faculty and staff use evaluation data, including self-evaluation data and feedback from students, to improve course designs, instructional practice and field experience?	Courses are updated year to year to reflect new research, advances in the field, and professional experience.	QP 2 QP 3.2.2	CS 2	Program Review Protocol & Reports Exit & Follow-Up Survey Protocol & Report

FIELDWORK PRACTICES & PERFORMANCES

1. Are field experiences well integrated into and supported by coursework and other program activities?	All courses explicitly assist CES students to bring course learning to field experiences and experiences in the field to class.	QP 1.1, 1.2, 1.3, 1.4	CS 7	Fieldwork Protocol & Report
2. Do students experience a range of field experiences that help them experience the diversity of students and professionals in the area?	All CES students experience multiple field placements that introduce them to the range of diversities in the community that are different from them.	QP 1.1, 1.2, 1.3, 1.4	CS 7	Fieldwork Protocol & Report
3. Are the quality, focus and quantity of field experiences evaluated regularly with professional partners and improved based on data and experience?	Faculty meet annually with professional partners to review student and cooperating professional feedback and improve the linkage between on-campus and off-campus learning experiences.	QP 2 QP 3.2.2	CS 7	Fieldwork Protocol & Report
4. Are field and supervising faculty/staff appropriately qualified and do they provide effective supervision and instruction to support and connect student learning?	All students receive high quality instruction and coaching from field supervisors and cooperating professionals.	QP 3.2.2	CS 8	Fieldwork Protocol & Report
5. Do cooperating professionals in the field sites report improvement	All cooperating professionals' practice benefits from partnership with the CES.	Apx C	CS 7	Fieldwork Protocol & Report

Question	Claims	TEAC QP*SPC***	CTC CS**	PISCES Source
in their professional practice as a consequence of participation in CES field experiences?				
STUDENT ACHIEVEMENT				
1. Do students complete course assignments, products, portfolios, and activities with high quality?	All CES students perform to high quality in all courses getting not only high grades, achieving high ranking on the assessment metric.	QP 1 QP 2	CS 9	Student Assessment Protocol & Report
2. Do students demonstrate achievement of program roles/expectations/standards and receive formative feedback at key points throughout their programs?***	All students' work to acquire program goals/expectations/standards is assessed throughout their programs and they are provided formative feedback two or more times before summative assessment.	QP 1	CS 9	Student Assessment Protocol & Report
<i>*** Each program has its own specific program and/or professional standards related to knowledge, skills, performances, dispositions, and results. However, we have also identified the following CES-wide expectations for student achievement.</i>				
2.1 Do CES graduates know all the content they will need in their professional roles?	CES graduates know the content they will need to use or teach in their specific professional roles.	QP 1.1, 1.2	CTC CS	Student Assessment Protocol & Report
2.2 Can CES graduates design curriculum, instruction, interventions that are expected and that are inclusive of all human differences such that all students/clients learn and improve?	CES graduates can design curriculum, instruction, of interventions that are inclusive of all human differences (including race, class, gender, ability, interests, and socioeconomic and family situation) such that all students/clients learn and improve.	QP 1.2, 1.4.2	CS 9	Student Assessment Protocol & Report
2.3 Do CES graduates cooperate and collaborate with others (including students/clients, families, colleagues, etc.) to	CES graduates cooperate and collaborate with others (including their students/clients, student/client families, educational colleagues of all types, and	QP 1.2, 1.3, 1.4	CS 9	Student Assessment Protocol & Report

Question	Claims	TEAC QP*SPC***	CTC CS**	PISCES Source
continually improve student/client learning and achievement/accomplishment?	supervisors) to continually improve student learning and achievement.			
2.4 Do CES graduates engage in educational practice that fosters communication, cooperation, and democratic communities?	CES graduates engage in educational practice that fosters communication, cooperation, and democratic communities.	QP 1	CS 9	Student Assessment Protocol & Report
2.5 Do CES graduates inquire into their own practice and participate in professional development to improve their practice?	CES graduates inquire into their own practice and participate in professional development to improve their practice.	QP 1.2, 1.3, 1.4.1	CS 9	Student Assessment Protocol & Report
3. Are students who experience difficulties, or for whom faculty/staff have concerns about performance, informed and assisted in a timely manner and well before the student expects to complete?	Students experiencing difficulties, or about whom faculty/staff have concerns receive timely feedback and assistance that leads to better performance or new career choices.	QP 1.1, 1.2, 1.3, 1.4.1 QP 3.2.5	CS 9	Student Assessment Protocol & Report
4. Do students perform well on each program's summative assessment of achievement of program roles/expectations/standards?	At least 80% of the students receive high ratings on the program's summative assessment of their work to demonstrate achievement of program goals/roles/standards.	QP 1	CS 9	Student Assessment Protocol & Report
RESULTS				
1. Do graduates pass required tests and meet all licensing/certification requirements?	At least 90% of graduates of each program pass all required tests or assessments to meet licensing/certification requirements on the first or second effort.	QP 1	CS 2	Student Assessment Protocol & Report

Question	Claims	TEAC QP*SPC***	CTC CS**	PISCES Source
2. Are program graduates employed in the field within one year?	At least 80% of each program's graduates are employed in the field within one year.	QP 1	CS 2	Follow –Up Protocol Survey and Report Case Studies
3. Do program graduates remain in the field for 3-5 years?	At least 70% of each program's graduates remain in the field (even if they change jobs or roles) for 3-5 years.	QP 1	CS 2	Follow –Up Protocol Survey and Report Case Studies
4. Do graduates evaluate their programs as cohesive, integrated and effectively preparing them for their professional roles?	At least 70% of graduates responding to a follow up survey, through case accounts, or alumni retreats report their programs as cohesive, integrated and effective in preparing them for their current work.	QP 1	CS 2	Follow –Up Protocol Survey and Report Case Studies
5. Do graduates, their employers, and their students and families evaluate them as effective professionals?	Employers of graduates responding to a follow up survey rate CES graduates within the top 20 percent of employees in the same kinds of jobs.	QP 1	CS 2	Follow –Up Protocol Survey and Report Case Studies
6. In what ways are graduates contributing to their school, their community, and the profession?	Graduates responding to follow up surveys, participating in case studies or alumni retreats report a range of ways in which they are contributing to their school, community and profession.	QP 1	CS 2	Follow –Up Protocol Survey and Report Case Studies
GOVERNANCE, RESOURCES, & PERSONNEL				
1. Are all the CES accreditations in good standing and without stipulations or conditions?	All CES accreditations are in good standing and without stipulations or conditions.	3.3	CS 1	Governance Protocol & Report
2. Do school and community partners provide input to the design of programs, courses and field experiences, and help monitor their performance?	On at least an annual basis school and community partners provide substantive feedback to CES programs regarding design, courses, and field experiences. On at least an annual basis school and community partners assist the CES to	QP 3.2.1	CS 1	Governance Protocol & Report

Question	Claims	TEAC QP*SPC***	CTC CS**	PISCES Source
	interpret evidence of quality performance and plan for program improvement.			
3. Does the CES have the financial, faculty, staff, space/material, and technical resources to achieve its goals and initiatives?		QP 3.2.3 & 3.2.4	CS 3	Governance Protocol & Report
4. Are faculty actively involved and supported to do and disseminate scholarship that informs programs?	All CES faculty contribute to the profession's scholarship in two ways (e.g., publications, presentations, grants submitted, etc.) each biennium. All CES faculty participate in faculty development opportunities (seminars, colloquia, conferences, etc.) at least twice each year.	QP 3.2	CS 4	Governance Protocol & Report
5. Are part-time faculty kept well informed and engage in ongoing program/course design and improvement?	Part time faculty meet 3 times a year with program faculty to exchange information, discuss program improvement data/evidence and plan ongoing program and course improvements.	QP 3.2	CS 4	Part Time Faculty Protocol Governance Protocol & Report
6. Are the structures in place and are faculty and staff involved in appropriate decision-making regarding curriculum, CES initiatives, program direction, and program improvement?	Governance and communication structures operate within the CES that allow all CES faculty to participate in decision-making regarding curriculum, CES initiatives, program direction and program improvement.	QP 3.1 & 3.2	CS 1	Governance Protocol & Report

Appendix B

Special Education Area of Specialization

Overall Description

The College of Educational Studies commits to develop critical scholars and skillful leaders who inspire and respect individuals, serve communities, strengthen diversity and promote a socially just world. The goal in the education specialist and masters in special education is to develop highly competent, informed, and collaborative professionals, who are partners in building inclusive communities. Consequently, reoccurring themes in our program are special education teachers as skilled professionals, effective communicators, collaborators with families and colleagues, informed decision makers, advocates for students, leaders and change agents, ethical practitioners, nurturers, reflective practitioners, scholars, and mediators of diversity. The program prepares candidates to serve as special education teachers in K-12 public schools in primarily, inclusive, resource, and when necessary, special day class settings. To provide collaborative experiences during their preparation program, our candidates share several of their classes with future general educators (both multiple and single subjects), school psychologists, and school counselors. We believe this provides an important context for practical learning about collaborative group practice.

Chapman University offer special education (education specialist) teaching credentials in two disability areas: mild/moderate and moderate/severe. Each year approximately 35 candidates are admitted to the mild/moderate Level I, moderate/severe Level II, mild/moderate Level II, moderate/severe Level II, or masters of arts in special education programs. Currently all candidates enter the program as graduate students, having completed a BA or BS degree at an accredited college or university. However, with our new Integrated Educational Studies program, it is anticipated that candidates will be able to enter the program during the senior year of their undergraduate program in the future. Candidates may enter the program fall, spring, or summer semesters. Candidates can complete the program as either full time or part time students, although the majority of the candidates are part time students. Thus, students generally complete the Level I program in two – three years (including summers), and the Level II program in two years. The majority of the students also complete a masters of arts in special education program. The sequence of program completion generally is Education Specialist Level I, masters of arts program, Education Specialist Level II. All of the classes are held in the evenings, Mondays – Thursdays, from 4:00 – 6:50 or 7:00 – 9:50.

The program is coordinated by a full time faculty member. The program coordinator meets with each candidate after being admitted to the program and an appropriate course sequence is designed. Because of the unique circumstances, interests, and experiences candidates have when they enter the program the course sequence varies and is tailored to meet individual needs. Candidates generally follow one of three course sequences (i.e., traditional sequence, internship sequence, transfer sequence). Candidates are encouraged to meet with the program coordinator at least once a semester. Changes to the candidate's course sequences are made when the program coordinator and the candidate determine it is appropriate (e.g., life circumstances cause the candidate to take fewer or more courses than first anticipated, the candidate becomes an

intern, candidate takes a leave of absence, course is offered at a time when the candidate cannot take the course).

By the end of their first or second year of the program, the vast majority of our candidates are hired on internship credentials and consequently, the candidates do student teaching within their own classroom. We encourage candidates to complete three units of student teaching their first semester as interns. This allows candidates to have both university support and a lighter academic load their first semester in the classroom as an intern. Each year, we have internship agreements with approximately 20 -25 school districts.

A combination of full time and part time faculty teach the programs' courses. The majority of the courses are taught by full time faculty in the special education, multiple/single subjects, and school psychology programs. Part time faculty are highly competent practitioners currently working in the public schools or for a SELPA. Several of the part time faculty are also candidates in the CES's doctoral program – disability studies emphasis and others have taught for Chapman for many years. The student teaching component of the program is coordinated by a student teacher supervisor who has had many years working in public school and district offices prior to her retirement. The other student teaching supervisors are either recently retired practitioners or experienced practitioners who recently left school districts because of a change in the needs in their families.

We have designed our education specialist credential programs based upon our core CES values, the Program Standards for Education Specialist Teaching Credentials, evidenced based practices, and emerging theory and best practice. These programs are briefly summarized in the following tables:

Table 1: Description of Program Course of Study (Mild/Moderate and Moderate/Severe)

Table 2: Special Education Program Assessment Matrix Levels I and II Mild/Moderate and Moderate/Severe

Special Education Course of Study:

Master of Arts in Special Education & Education Specialist Level I and II Credential Course Descriptions	
Core Courses for Level One Mild/Moderate & Moderate Severe	
EDUC 500/500P:	This course explores the components of balanced, comprehensive literacy instruction, and the research basis of effective literacy teaching and learning relevant to students from varied cultural and linguistic backgrounds, and those with identified disabilities. Twenty hours of coaching while tutoring one-to-one with an elementary age student ensures the opportunity to bridge theory with practice. Study units are grounded in the principles of the California Standards for the Teaching Profession, Reading/Language Arts Framework for California Public Schools, and California Language Arts Standards.
EDUC 501/501P:	This course explores current theories on language acquisition and the practical applications of theoretical knowledge as they pertain to students at the elementary level. It focuses on language acquisition, assessment and literacy development from a socio-psycholinguistic point of view, including socio-cultural and political factors. It addresses the State ELD standards, assessment, planning for literacy and content area instruction and current language development program options. A minimum of 15 hours of authentic experiences in the field is required.
EDUC 503:	This is a three-part course designed to provide a foundational understanding of the field of education in three broad but interconnected areas: the intertwined history and philosophy of education, the sociology of education, and the development and learning of children/adolescence as it relates to the K-12 classroom.
EDUC 519:	Education of children, youth, and young adults with mild/moderate disabilities provides a knowledge base and introduces skills necessary for the teacher in contemporary educational environments to assess, plan for, instruct, and evaluate students with mild/moderate disabilities. A minimum of 25 hours of authentic field experience is required for this course.
EDUC 544:	This course focuses on Federal and California State Laws relating to students with disabilities. Areas of emphasis will be the IDEA, NCLB, California Code of Education, and Section 504 of the Rehabilitation Act of 1973.
EDUC 551:	An overview of the range of educational applications of computer technology including computer literacy, computer-assisted instruction, telecommunications, electronic grade books, problem solving, teacher utilities, networked learning environments, simulations, word-processing, computer-managed instruction, test construction, computer maintenance, the electronic scholar, lesson authoring, schools of the future. Meets the Professional Clear requirements for classroom application of computers.
EDUC 560:	Education of children, youth, and young adults with moderate/severe disabilities provides a knowledge base and introduces the skills necessary for the teacher in contemporary educational environments to assess, plan for, instruct, and evaluate students with moderate/severe disabilities. A minimum of 25 hours of authentic field experience is required for this course.
EDUC 570:	This course is designed to give experiences that sensitize and prepare future teachers for California's diverse public schools. The content includes diverse perspectives and ways of knowing. It promotes respect for diversity and its many dimensions. Students are encouraged to use this class as a laboratory to uncover assumptions and belief systems that have influenced how people understand those who may seem different. Students are encouraged to share their personal stories and insights. Due to the availability of speakers, current events, and students expressed needs, the course is dynamic and up to date, bringing the class participants and the reality of California schools face to face.
EDUC 571:	This course focuses on collaboration, inclusive schooling, and learning characteristics of students with disabilities, effective teaching strategies, working with diverse families of students with disabilities, legal aspects of special education, and becoming an effective change agent in the schools. Fifteen hours of authentic experiences in the field will be required. This course meets the Mainstreaming requirements for the Clear Multiple/Single Subject Teaching Credential and the Administrative Services Credential and satisfies the course requirement for the following: MS/SS credential, PPS credential - school psychology specialization and the Ed.S. degree in school psychology, and the special education credentials and masters.
EDUC 601:	The course is designed both for special education teachers and school psychologists. Students will develop the knowledge and skills necessary to use and communicate assessment results. A variety of individualized

<p>EDUC 601: The course is designed both for special education teachers and school psychologists. Students will develop the knowledge and skills necessary to use and communicate assessment results. A variety of individualized assessment and evaluation approaches appropriate for students with mild/moderate/severe disabilities will be addressed. Emphasis is placed on the development of appropriate educational decisions on the basis of a variety of standardized and non-standardized techniques, instruments and processes that are appropriate to the diverse needs of individual students. Students will learn to (a) identify individual strengths and weaknesses, and (b) make appropriate instructional recommendations both for report writing and for IEP goals and objectives.</p>
<p>EDUC 602: A study of theories, practices, and ethical issues in modifying and remediating behavior with an emphasis on creating positive, productive school climates and implementing effective, positive, and respectful applied behavior analysis techniques. A minimum of 25 hours of authentic field experience is required for this course.</p>
<p>EDUC 603: A study of communication and language disabilities and their instructional implications for general and special educators. Assessment and teaching strategies, and requires 15 hours of field experience with individuals with communication impairments. Required for the Mild/Moderate and Moderate/Severe Credentials. A new course (see matrix for anticipated components of this course) will be developed and the current ED 603 will be removed from the course offerings.</p>
<p>EDUC 654: Recommended, MAE and MAT candidates complete their teaching credential before enrolling in this course. This course is designed to develop students' knowledge and skills in educational research and inquiry, including qualitative and quantitative research methods, basic statistical analyses, psychometric concepts, critical evaluation of research and its methodology, cross-cultural methods of inquiry, and the ethical standards guiding educational research.</p>
<p>*For Mild/Moderate EDUC 590/592:Prerequisites, consent of instructor, passing score on CBEST, admission to teacher credential program, passage of CSET or the appropriate SSAT and Praxis Subject Assessments examinations, successful completion of all course work and other program requirements. The focus of the Student Teaching placement must be working with students who have mild/moderate disabilities. The university supervisor regularly evaluates candidates. May be repeated for credit.</p>
<p>*For Moderate/Severe EDUC 591/593: Prerequisites, consent of instructor, passing score on CBEST, admission to teacher credential program, passage of CSET or the appropriate SSAT and Praxis Subject Assessments examinations, successful completion of all course work and other program requirements. The focus of the Student Teaching placement must be working with students who have moderate/severe disabilities. The university supervisor regularly evaluates candidates. May be repeated for credit.</p>
<p align="center">Core Courses for Level Two Mild/Moderate & Moderate Severe</p>
<p>EDUC 638: Application of contemporary theories and literature related to assessment and curriculum development and strategies for instruction of individuals with mild/moderate disabilities. Includes increased emphasis on specific areas of learning disabilities, language disorders, developmental disabilities, and attention deficit hyperactivity disorders. Information will be at an advanced level, focusing on collaborative strategies and research validated models of instruction.</p>
<p>EDUC 650: This course focuses on the transition of persons with disabilities from home to school settings and from school to employment and adult life. Specific curriculum and teaching methodologies will be presented. Emphasis will be placed on understanding quality of life outcomes – home and school life, friendships and social networks, self-determination, choice, and family issues. Factors such as job development, adult service agencies related legislation, and assessment will also be covered.</p>
<p>EDUC 660: Application of contemporary theories and literature related to curriculum development and strategies for instruction of individuals with moderate/severe disabilities. Includes increased emphasis upon specific areas of severe disabilities such as severe/profound mental retardation, multiple disabilities, deaf/blind, physical disabilities, severe emotional disturbance, and autism.</p>
<p>EDUC 690: Intended for students in the Chapman University professional Level II education specialist credential program. Candidates will critically plan and assess their knowledge and skills as they relate to their professional induction plan, their chosen expertise area of specialization, and the professional standards set forth by the State of California. During the course candidates will develop their professional portfolios, demonstrate their expertise in an</p>

CSP 639: The purpose of this course is to provide students with the knowledge and skills to (a) identify and assess problem behavior in school settings, (b) design and implement behavioral interventions, including physiological and pharmacological variables, (c) design and implement comprehensive behavior support plans, (d) monitor and evaluate implementation of behavior support plans, and (e) apply behavioral procedures on a school-wide basis. Students will learn to develop both systems level and individual behavioral intervention plans for persons with serious behavioral problems. 25 hours of fieldwork observing pupils and gathering observation data is required.

Special Education Program Assessment Matrix
Mild/Moderate (P=Primary focus; S= Secondary focus)

<i>Program Standards</i>	<i>Level One Courses</i>												<i>Field Work</i>	<i>Level Two Courses</i>				
PS Description	ED 500/500P	ED 501/501P	ED 503	ED 519	ED 544	ED 551	ED 570	ED 571	ED 601	ED 602	ED 603	ED 654	ED 590/592	ED 690	CSP 639	ED 650	ED 638	Exit Exam
PS 1 Program design & coordination																		
PS 2 Professional & Ethical Practices			S	P	P				S	P	P			P				
PS 3 Diverse learners		P		S			P	P									S	
PS 4 Communication & Collaboration				S	S			P			P							
PS 5 Assessment of Students	S	P						S	P								S	
PS 6 Educational & Asst. Technology				P		P		S										
PS 7 Transition & Planning				S												P		
PS 8 ISFP/IEPs & Post Secondary Transition				S							S					P		
PS 9 Teaching Reading/Language Arts	P																	
PS 10 Teaching English Language Learners		P															S	
PS 11 Typical/Atypical Development								S			P							
PS 12 Behavioral, Social & Environmental Supports				S	S					P					P			
PS 13 Curriculum & Instruction				P				S					P				P	
PS 14 Healthy Learning Environments											P							
PS 15 Field Experience/ Service Delivery Options	P	P		P				S	S	S	S		P					
PS 16 Performance Assessment													P					P

<i>Specialty Specific Program Standards</i>	<i>Level One Courses</i>										<i>Field Work</i>				<i>Level Two Courses</i>			
MM Description	ED 500/500P	ED 501/501P	ED 503	ED 519	ED 544	ED 551	ED 570	ED 571	ED 601	ED 602	ED 603	ED 654	ED 590/592	ED 690	CSP 639	ED 650	ED 638	Exit Exam
MM 1 Characteristics of students w/disabilities				P				P		S							P	
MM 2 Assessment/ Evaluation of Students				P													P	
MM 3 Planning & Implementing Curriculum & Inst.				P													P	
MM 4 Positive Behavior Support										P					P			
MM 5 Instructional Strategies				P				S									P	
MM 6 Case Management				S							P			P			S	

Special Education Program Assessment Matrix Moderate/Severe (P=Primary focus; S=Secondary focus)

Program Standards		Level One Courses										Field Work		Level Two Courses				
PS Description	ED 500/ 500P	ED 501/ 501P	ED 503	ED 544	ED 551	ED 560	ED 570	ED 571	ED 601	ED 602	ED 603	ED 654	ED 591/593	ED 690	CSP 639	ED 650	ED 660	Exit Exam
PS 1 Program design & coordination																		
PS 2 Professional & Ethical Practices			S	P		P			S	P	P							
PS 3 Diverse learners		P				S	P	S									S	
PS 4 Communication & Collaboration						S		P			P			P				
PS 5 Assessment of Students	S	P						S	P								S	
PS 6 Educational & Asst. Technology					P	P		S										
PS 7 Transition & Planning						S										P		
PS 8 ISFP/IEPs & Post Secondary Transition						S					S					P		
PS 9 Teaching Reading/Language Arts	P																	
PS 10 Teaching English Language Learners		P															S	
PS 11 Typical/Atypical Development								S			P							
PS 12 Behavioral, Social & Environmental Supports				S		S				P					P			
PS 13 Curriculum & Instruction						P			S				P				P	
PS 14 Healthy Learning Environments											P							
PS 15 Field Experience/ Service Delivery Options	P	P				P		S	S	S	S		P					
PS 16 Performance Assessment													P					P

Specialty Specific Program Standards			Level One Courses									Field Work			Level Two Courses			
MS Description	ED 500/500P	ED 501/501P	ED 503	ED 544	ED 551	ED 560	ED 570	ED 571	ED 601	ED 602	ED 603	ED 654	ED 591/593	ED 690	CSP 639	ED 650	ED 660	Exit Exam
MS 1 Characteristics of students w/disabilities						P		S										
MS 2 Communication: Social Interaction & Social Relationships						P		S			P							
MS 3 Assessment, Planning & Instruction						P			S									
MS 4 Positive Behavior Support				S						P								
MS 5 Movement, Mobility, Sensory & Specialized Care						P		S										
MS 6 Augmentation & Alternative communication						P		S			S							
MS 7 Transition & Planning						S					S					P		
MS 8 Case Management						S					P			P			S	